

Making Your “Garden” Grow: Instilling a Growth Mindset to Foster Leadership, Motivation, and Musicianship in Instrumental Ensembles.

**The Midwest Clinic
Wednesday, December 15, 2021
10:30 AM-11:30 AM
W 187**

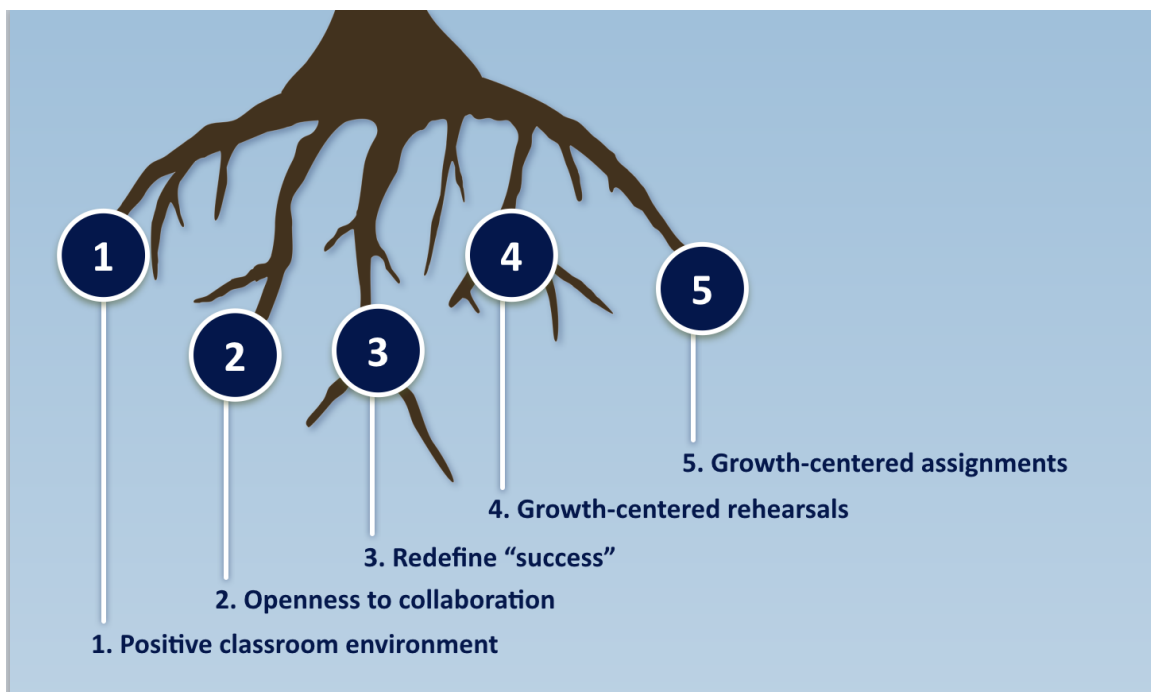
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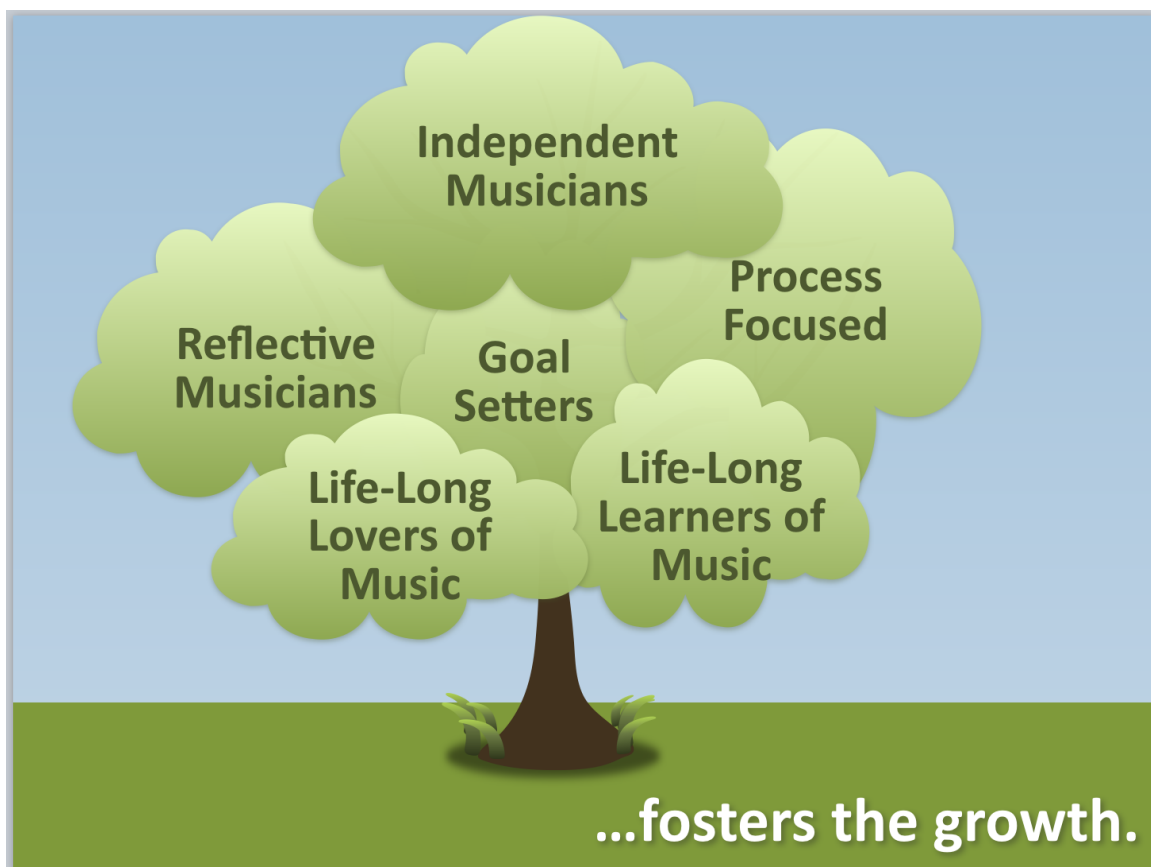
“You have to apply yourself each day to becoming a little better. By applying yourself to the task of becoming a little bit better each and every day over a period to time, you will become a lot better.”

Coach John Wooden

1. What is mindset?
2. What is your teacher mindset? - Know ourselves
3. What is the mindset of your students? - Know our students
4. Mindset in the music classroom
5. Growing the mindset in our communities



Establishing the "roots"...



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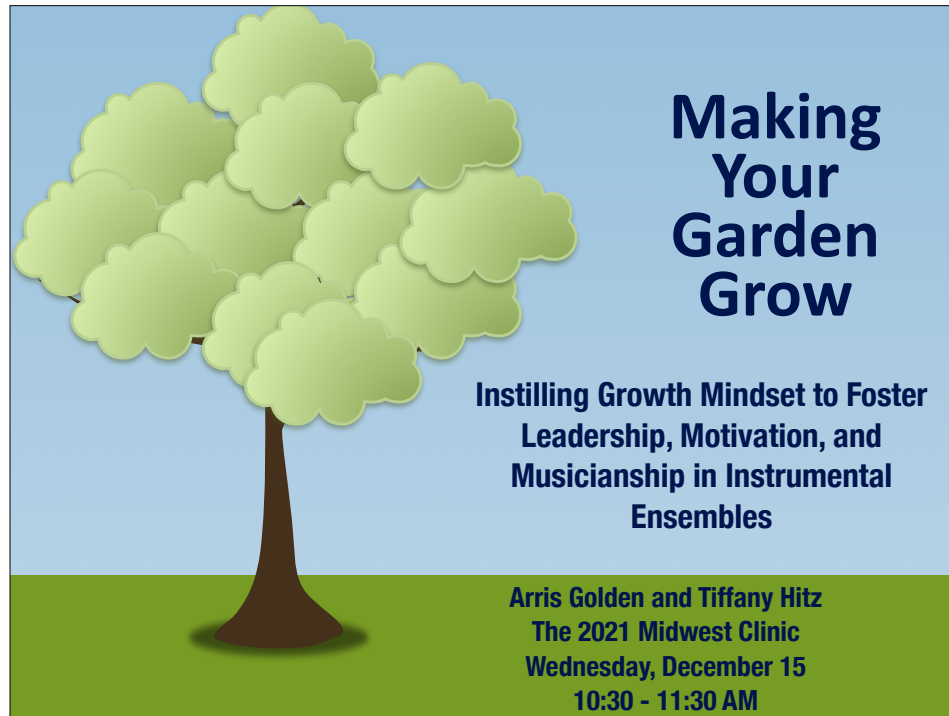
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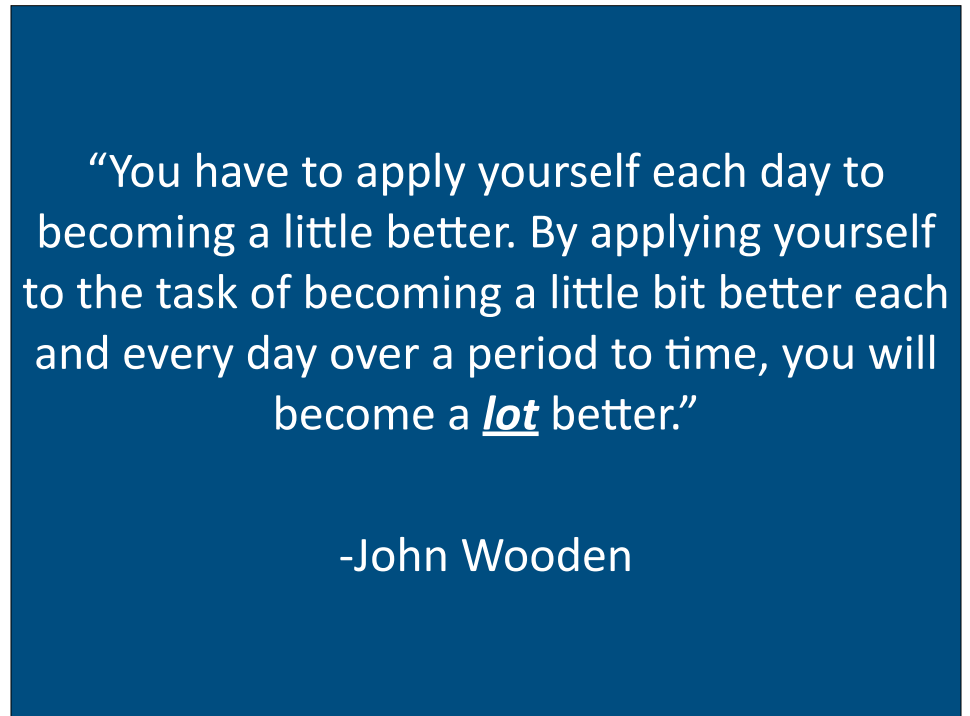
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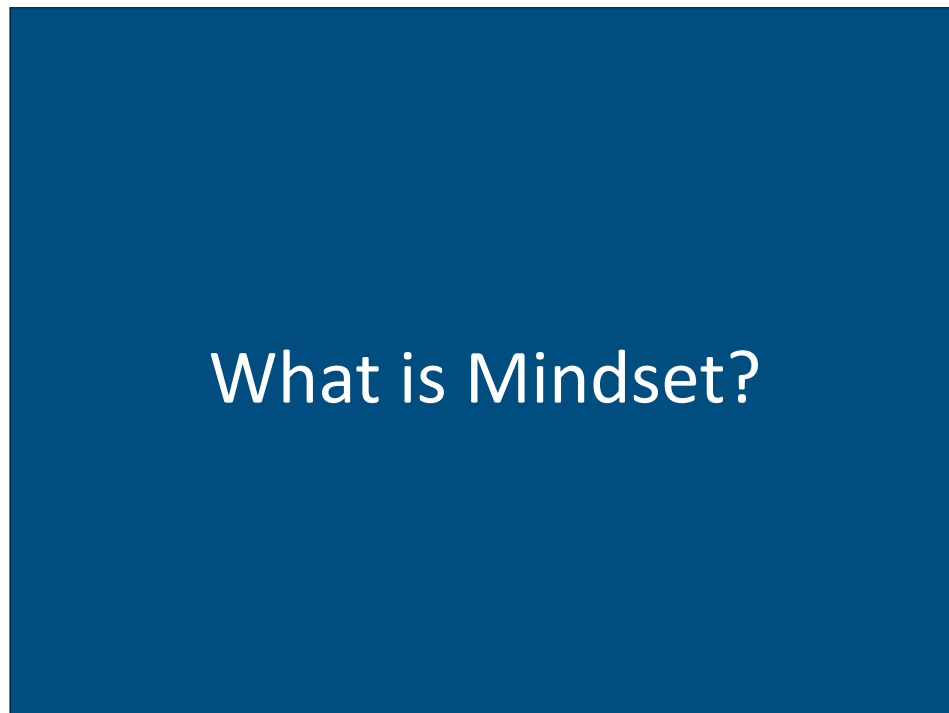
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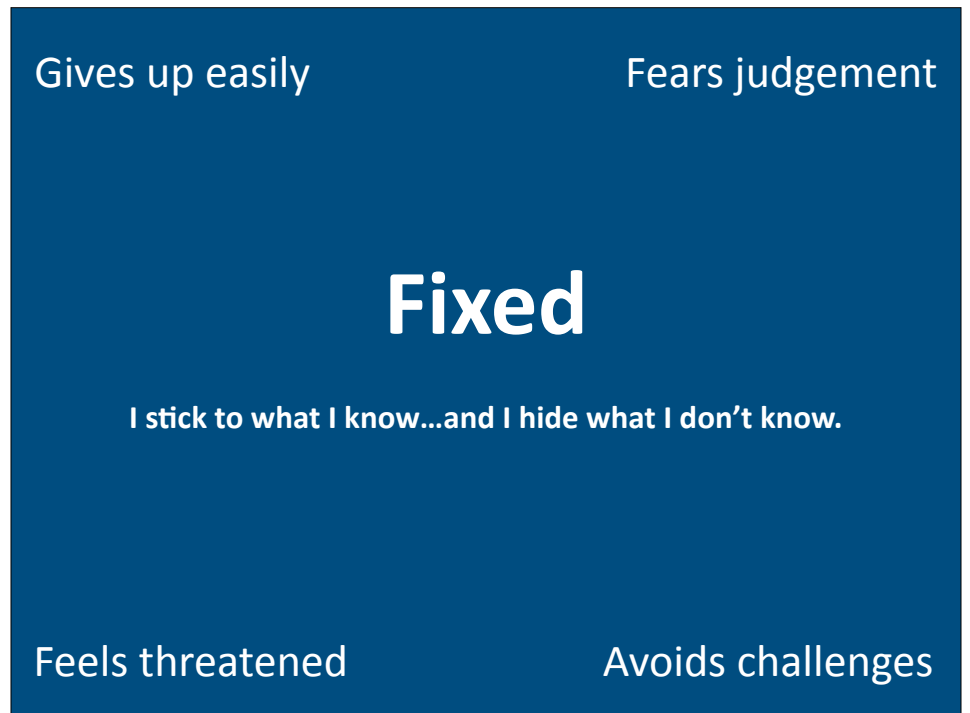
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Inspired by
others' success

Embraces Challenges

Growth

When I fail, I learn

Learns from criticism

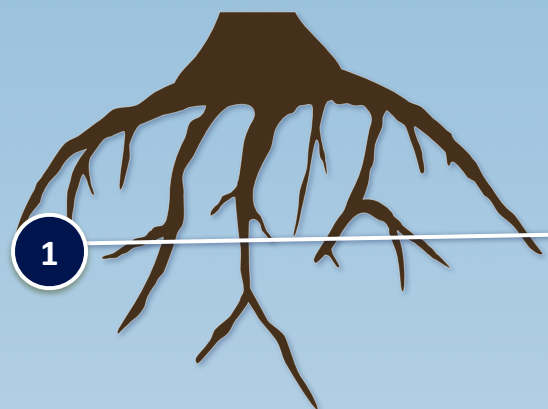
Effort is the path
to mastery

5

“IF, like those with the growth mindset, you believe you can develop yourself, then you're open to accurate information about your current abilities, even if it's unflattering. What's more, if you're oriented toward learning, as they are, you need accurate information about your current abilities in order to learn effectively”

-Carol S. Dweck

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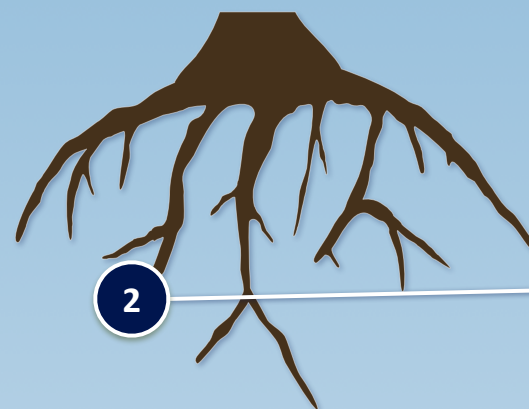


Positive Classroom Environment

- Energy
- Engagement
- Less fear
- Investment
- Process

The “roots” of growth mindset

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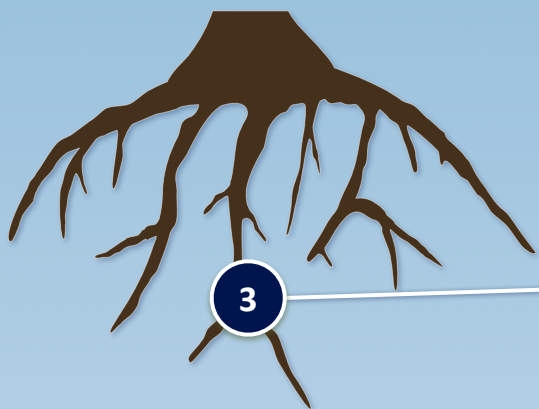


Openness to Collaboration

- Colleagues
- Composers
- Skype
- Make mistakes!

The “roots” of growth mindset

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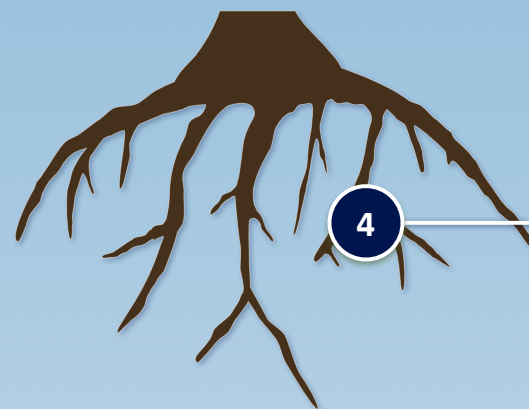


Redefining “success”

- Process or product?
- Improvement
- Administrators
- Class structures
- Community

The “roots” of growth mindset

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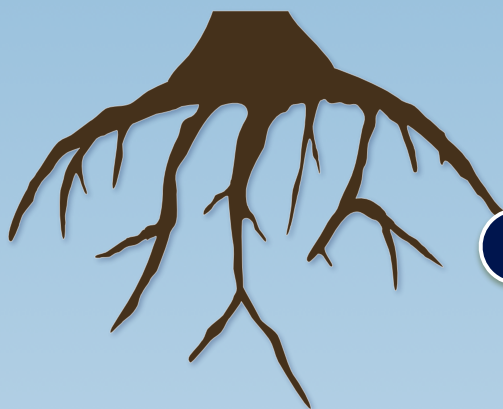


“Growth-centered” rehearsals

- Language
- Positive
- Reinforcing
- Encouraging

The “roots” of growth mindset

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“Growth-centered” assignments

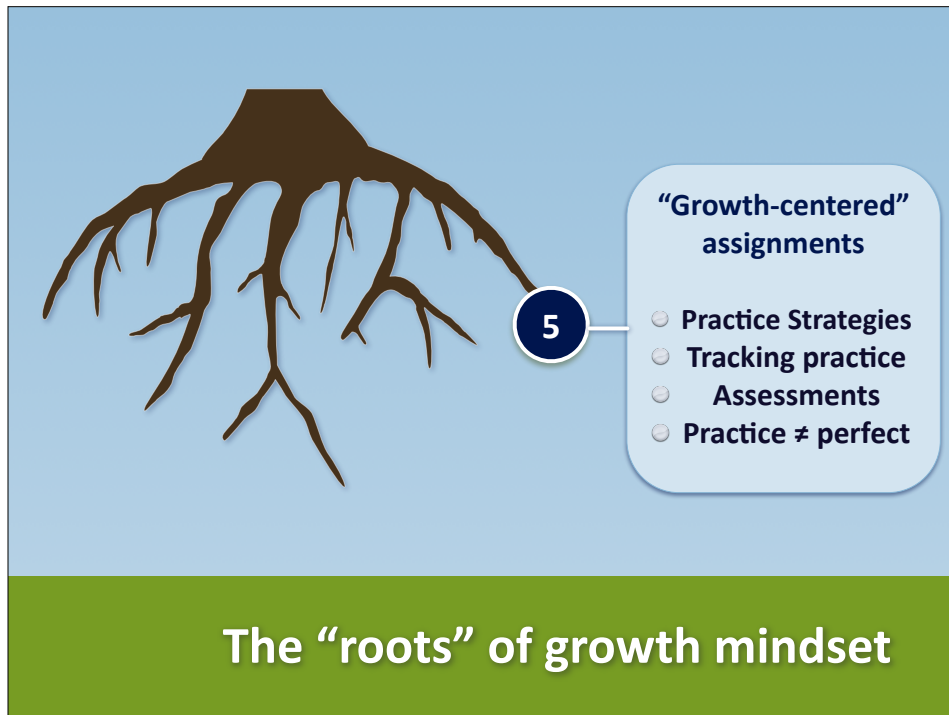
- Practice Strategies
- Tracking practice
- Assessments
- Practice ≠ perfect

The “roots” of growth mindset

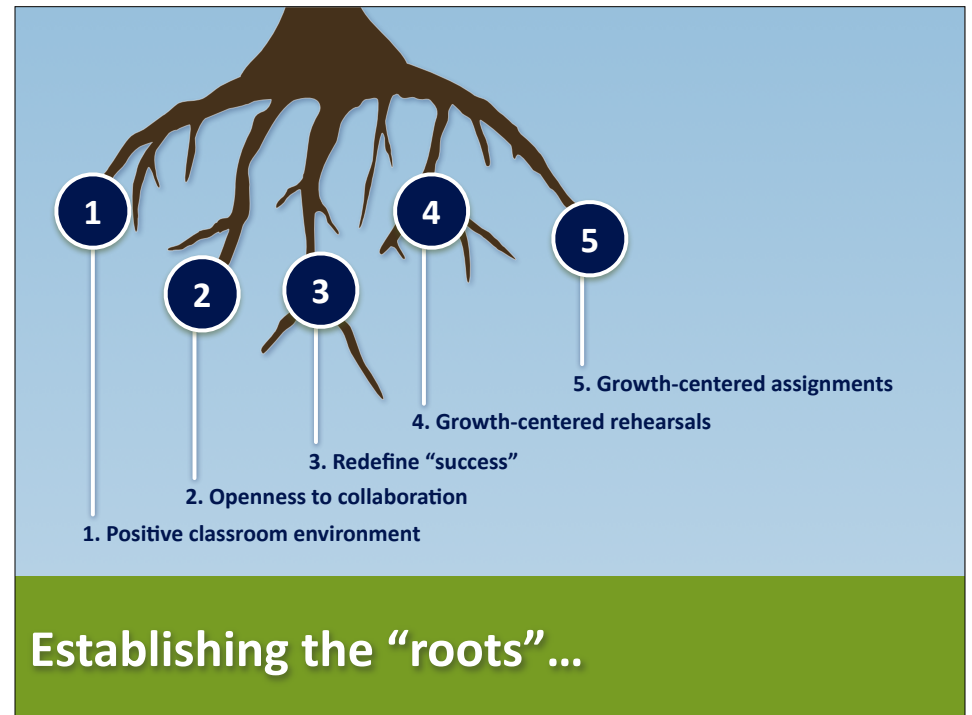
11

Strategy	Hub? Say what?	Here's how to do it!
THE MATRIX EFFECT	Sloooooow mooooton. Slow it down. Get it right!	Play each section as slow as you can. Try for note correctness. That means practice to Get. Each. Note. Right. Speed it up once you're rockin' it out!
BREAK IT DOWN OR CHUNK IT!	Break down the music into smaller, more manageable segments.	Break each section down into 1 or 2 note pieces. Once you play these two notes right, add 1 more note, and then 1 more note, and then...you guessed it...WAIT for it... <i>ahhhh</i> the suspense is killing me...add one more 1 note until you've improved the entire section!
THE POWER OF THE PENCIL!	Write. It. IN!!!! (Or highlight it!)	A pencil worth 2 cents can save you a BAZILLION hours of frustration. You can just use the pencil that is already in your binder, right? ☺
GIMMEE ME A HIGH FIVE!	Play each section through 5 times perfectly before moving on.	Play each section through 5 times without any mistakes. If you struggle to play it five times perfectly, go back and start at number one and try it again...and once again...until things improve!
USE THE FORCE... THINK IT, SEE IT, BE NIKE -JUST DO IT!	Practice without (*gasp*) your instrument	Put your instrument in the case. Try tapping the rhythm on your lap (or another flat surface)...and no, not your brother or sister...or your parents!!). Blow an “air instrument” (think “air guitar”) while fingering along. Try blowing as if you were going to play your instrument...just without really doing it...i.e. playing..get it?.
FORGETTA' BOUT IT	Go on to something you do well, and then come back to the challenging section.	Have trouble with a section? Chillax, relax, by going back to something you play really well (bup, bup, bup, bah-dup, anyone?) and once you feel good about things again, dig into that challenging section!
IDOL AUDITION	Sing it through. Make the windows rattle!!	Okay, maybe you're not the next lead singer of Owl City or the next Lady Gaga (thank goodness!), but singing the part out loud as if no one is listening will make things better faster!!! Try as hard as you can to make the pitches you sing match the actual sound of the pitches when you play your instrument ☺! The more in tune the better!
SIMPLE THOUGHTS REALLY ARE SIMPLE!!!!	Don't sweat it! Keep it real! Go back to the basics if you need to!	Admit it...sometimes you try to find the easy way out, I get it. Soooo...let's make it easier. Slow down your brain. Break it all down to the smallest part and success will find you more quickly than you would believe!
RECORD YOURSELF!	Get a mic for you computer, CD player, or tape recorder. Record yourself. Listen to what you REALLY sound like!	Soooo...maybe you're not going to impress your family or record executives like Elvis did (back in the day), but listening to yourself on a recording is a GREAT way to hear what's really coming out of your instrument. The band program owns tape recorders that you can sign out overnight. All you have to do is...ask for one and sign it out overnight!!!!!!
PRACTICE WITH A BACK UP BAND!	Use the CD's that come with your book to play along with.	Everyone should have back up, right (and a theme song, but that's just my opinion)? Use the CDs that came with the red book to practice along with. This is a good thing in many ways. One, it makes practicing a little bit more fun AND it helps you keep a steady beat if you don't own a metronome!
PRACTICE WITH A CLASSMATE	If you have a neighbor who's in band, invite them over, play some tunes!	There are not a lot of duets (2 people play together) in our book, but you can practice any of the lines that way. This gives you an opportunity to work with someone you know, which will immediately make practice more fun and challenging!
HOLD A MINI-CONCERT!	After a couple of days of practice, have a family concert in your living room	After you feel that you are doing well in practice, put it to the test by holding a family concert night so your parents can give you advice, like your classmates do in sign-offs!

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14



15

"You have to apply yourself each day to becoming a little better. By applying yourself to the task of becoming a little bit better each and every day over a period to time, you will become a **lot** better."

-John Wooden

16

I can't play this music My band just isn't good enough

I don't know how I can't play that high

I just can't do this

I'm just not good enough

I don't conduct well
enough to do this piece

I can't finish that phrase

I wish we could play in tune

17

...yet

18

I can't play this music yet

My band just isn't
good enough yet

I don't know how yet

I can't play that high yet

I just can't do this yet

I'm just not good enough yet

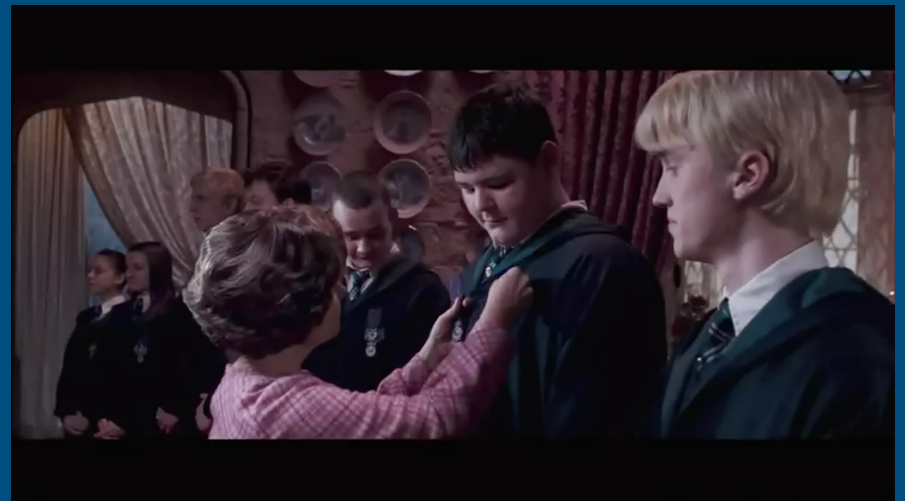
I don't conduct well
enough to do this piece yet

I can't finish that phrase yet

I can't play in tune yet

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*****This footage will be replaced with student video*****



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“Mindset change is not about picking up a few pointers here and there. It’s about seeing things in new ways. When people...change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort, and mutual support.”

-Carol S. Dweck

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Questions?

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Making Your Garden Grow

Instilling Growth Mindset to Foster Leadership, Motivation, and Musicianship in Instrumental Ensembles

Arris Golden and Tiffany Hitz
The 2021 Midwest Clinic
Wednesday, December 15
10:30 - 11:30 AM

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Name/Student Number: _____ / _____ (2q8)

THIS IS DUE ON MONDAY (full credit) or **TUESDAY** (grade reduced by 10 points) **EACH WEEK!** For each day, please “X” out the goals you complete. **PARENTS:** Please sign in the space provided as verification that the practice indicated below has indeed occurred; you may initial each day if you would like, but please make sure to sign below as requested. *Please see reverse side for practice record grading scale.

Parent signature: _____

Focus Area	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Posture Playing Position	Check that you are sitting tall on the edge of your chair. Be sure that you are holding your instrument as we have discussed in class.	Check that you are sitting tall on the edge of your chair. Be sure that you are holding your instrument as we have discussed in class.	Check that you are sitting tall on the edge of your chair. Be sure that you are holding your instrument as we have discussed in class.	Check that you are sitting tall on the edge of your chair. Be sure that you are holding your instrument as we have discussed in class.	Check that you are sitting tall on the edge of your chair. Be sure that you are holding your instrument as we have discussed in class.	Check that you are sitting tall on the edge of your chair. Be sure that you are holding your instrument as we have discussed in class.	Check that you are sitting tall on the edge of your chair. Be sure that you are holding your instrument as we have discussed in class.
Long Tone** Warm-up Exercises	Concert F Descending #1 and Long tone #1a, 1b Play slowly and with your best sound.	Long Tone #1c, 1d, Breathe deeply and keep a steady stream of fast air moving through your instrument.	Concert F Descending #1 and Long tone #1a, 1b Play slowly and with your best sound.	Long Tone #1c, 1d, Breathe deeply and keep a steady stream of fast air moving through your instrument.	Concert F Descending #1 and Long tone #1a, 1b Play slowly and with your best sound.	Long Tone #1c, 1d, Breathe deeply and keep a steady stream of fast air moving through your instrument.	Concert F Descending #1 and Long tone #1a, 1b Play slowly and with your best sound
Concert Ab** Scale	In the pattern, 2 times, continuous	In the pattern, 3 times, continuous	In the pattern, 2 times, continuous	In the pattern, 3 times, continuous	In the pattern, 2 times, continuous	In the pattern, 3 times, continuous	In the pattern, 2 times, continuous
Concert Bb** Scale	3 times, in the pattern at a slow, medium, and fast tempo.	2 times, in the pattern at a slow, medium, and fast tempo.	3 times, in the pattern at a slow, medium, and fast tempo.	2 times, in the pattern at a slow, medium, and fast tempo.	3 times, in the pattern at a slow, medium, and fast tempo.	2 times, in the pattern at a slow, medium, and fast tempo.	3 times, in the pattern at a slow, medium, and fast tempo..
Foundations** Book, page 12-scale pattern 1	Play slowly, making sure to play all notes correctly, observing the key signature. 2 times.	Play slowly, making sure to play all notes correctly, observing the key signature. 2 times.	Play slowly, making sure to play all notes correctly, observing the key signature. 3 times.	Play slowly, making sure to play all notes correctly, observing the key signature. 2 times.	Play slowly, making sure to play all notes correctly, observing the key signature. 2 times.	Play slowly, making sure to play all notes correctly, observing the key signature. 3 times.	Play slowly, making sure to play all notes correctly, observing the key signature. 2 times.
Foundations** Book, page 6 Warm-up Sets 1-2, Options 1-2	Practice these using 3 different practice strategies*.	Practice these using 3 different practice strategies*.	Practice these using 3 different practice strategies*.	Practice these using 3 different practice strategies*.	Practice these using 3 different practice strategies*.	Practice these using 3 different practice strategies*.	Practice these using 3 different practice strategies*.
Fairest of the Fair**	Measures 1-38, making sure that all notes and rhythms are correct. 2 times	Measures 39-end, making sure that all notes and rhythms are correct. 3 times	Measures 1-38, making sure that all notes and rhythms are correct. 2 times	Measures 39-end, making sure that all notes and rhythms are correct. 3 times	Measures 1-38, making sure that all notes and rhythms are correct. 2 times	Measures 39-end, making sure that all notes and rhythms are correct. 3 times	Play the entire song w/the recording, making sure that all notes and rhythms are correct. 2 times
Images of Ireland**	Measures 1-59, making sure that all notes and rhythms are correct. 3 times	Measures 60-109, making sure that all notes and rhythms are correct. 2 times	Measures 1-59, making sure that all notes and rhythms are correct. 3 times	Measures 60-109, making sure that all notes and rhythms are correct. 2 times	Measures 1-109, making sure that all notes and rhythms are correct. 2 times	Measures 109-end, making sure that all notes and rhythms are correct. 3 times	Measures 109-end, w/the recording, making sure that all notes and rhythms are correct. 3 times

*See the back of this sheet for a listing of possible practice strategies (if you use one that is not listed it, write it down and give it to Ms. Golden. If it gets added to the list, you will receive extra credit!).

Practice Strategies

Strategy	Huh? Say what?	Here's how to do it!
THE MATRIX EFFECT	Sloooooow moootion. Slow it down. Get it right!	Play each section as slow as you can. Try for note correctness. That means practice to Get. Each. Note. Right. Speed it up once you're rockin' it out!
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Beginning Band/Apr. 10-15

Student Name _____

WEEKLY PRACTICE RECORD AND REFLECTION LOG

DUE: Monday, April 16th

Announcements/Important Dates to Remember:

- After-school Rehearsals:
 - May 10th, May 16th and May 21st—Blocks 1 and 2
 - May 30th and May 31st—Block 1
- Upcoming Performances:
 - Band Spring Concert, Wednesday, May 23rd at 6:00 pm at Edison HS (5:15 pm report time!)

Weekly Assignments:

Mark – if you are having difficulty, + if you improve, √ if you can play it without errors.

Use the **Notes** section to indicate any problems you are having with the exercises. Be specific so I can best help you!

Assignment	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Strategy	Notes
Breathing!! Use your rests to flow your air!									
#75—review concert Ab									
#76—accelerate your air to the top note!									
#79—master your instrument skill!									
#80—accelerate your air as you ascend!									
#81—observe the accidental carries rule!									
#82—coordinate your fingers and tongue									
#85—watch those skips									
#88—correct articulations									
#92—watch your breathing									
#93—master your instrument skill!									
p. 43 #1 Bb concert scale exercises									
Dark Adventure—get familiar									
Anything else?									

By the end of the week, which exercises do not land in the 2 column of the Element Rubric on the back page?

Performance Goals:

Please perform the following music for your audience and check the appropriate boxes after each song.

Ask them to listen and follow the music as you play!

Practice as much as necessary to achieve each goal!

- ☐ #82 - correct notes and rhythms!
- ☐ Concert Bb Scale: Ascending and Descending – observe the correct key signature!
- ☐ #91 - correct notes and rhythms!
- ☐ Make your own goal: _____

Beginning Band/Apr. 10-15

Element	2	1	0
Tone	Clear, consistent and supported with a steady airstream	At times unclear and inconsistent in airstream/support	Tone is frequently unclear and inconsistencies in airstream/support are more frequent
Posture	Picture perfect! Feet are well placed, hand position is well done	At times is well-executed, but is not always correct	Slouching is frequently present, as is incorrect hand position
Notes and Intonation	All notes are correctly performed	At times, notes are missed and key signature is misinterpreted	Notes and key signature are frequently missed during performance
Articulation	Articulations are performed exactly as indicated and are executed with correct style	At times, articulations are unclear and some inaccuracies in style are present	Articulations are frequently unclear and many inaccuracies in style are present
Pulse	Steady pulse is maintained throughout the performance	At times, tempi slow down or speed up during performance	Tempi frequently slow down or speed up during performance
Rhythm	Rhythms are performed exactly as indicated	A few rhythms were inaccurately performed	Rhythms are frequently missed during performance
Dynamics (if any are required by the musical excerpt)	Dynamic contrasts are obvious to the listener during the performance	At times, dynamic contrasts were present in performance	Dynamic contrasts are frequently absent in performance

Student Assessment:

EFFORT

- ☐ I worked on the task until it was completed. I pushed myself to practice even when I came to a difficult part(s). *I viewed this challenge as an opportunity to improve my musical skills.*
- ☐ I worked on the task until it was completed. I pushed myself to continue working on the task even when I came to a difficult part(s).
- ☐ I put *some* effort into the task, but stopped practicing when I came to a difficult part(s).
- ☐ I put *very little* effort into the task.

ACHIEVEMENT

- ☐ I *exceeded* the goals of the practicing assignment.
- ☐ I *met* the goals of the practicing assignment.
- ☐ I met a *few* of the goals of the assignment, but did not meet all of them.
- ☐ I did *not* meet any of the goals of the assignment.

Based on your performance, at what LEVEL are you playing these musical elements for this week's assignment?

NOTES _____

RHYTHMS _____

Circle the number that best reflects your achievement level at this time:

Struggling

Very Confident

1

2

3

4

5

What questions do you have or what do you need help with?

Parent Assessment:

- ☐ I agree with my child's assessment of his/her performance.
- ☐ I disagree with my child's assessment of his/her performance.

Parent Comments:

Parent Signature _____

Date _____

Due:

Name: _____ Class Period: 1 3 4 5 6

11/19 or 11/20

Practice Goals—November 7– November 18**Practice Record Grading Scale—**

A = 120+ minutes
 B = 90 - 119 minutes
 C = 65 - 89 minutes
 D = 50 - 64 minutes
 F = less than 50 minutes

Practice must be consistent and goal-driven in order to achieve results.

One letter grade lower if—

*Practicing occurs over fewer than 9 days

*Missing information in Practice Goals, Practiced Items, or Strategies

What should I be practicing?

This is info you know you need to work on AND items that are assigned during band class.

Goal Setting:

We believe all realistic goals can be achieved through consistent practice. Practice as much as necessary to achieve improvement toward each goal!

What are specific improvement goals that you have for yourself? This could be a musical concept (tone, etc.) or a particular skill (memorizing the Db Major Scale)

Date	What I practiced	How many minutes I practiced	Practice Strategies Used
Wed., 11/7			
Thurs., 11/8			
Fri., 11/9			
Sat., 11/10			
Sun., 11/11			
Mon., 11/12			
Tues., 11/13			
Wed., 11/14			
Thurs., 11/15			
Fri., 11/16			
Sat., 11/17			
Sun., 11/18			

Parent Signature to indicate knowledge of this practice and agreement of the work toward goals indicated _____ Date: _____

Practice Strategies

Strategy	Huh? Say what?	Here's how to do it!
THE MATRIX EFFECT	Sloooooo moootion. Slow it down. Get it right!	Play each section as slow as you can. Try for note correctness. That means practice to Get. <u>Each</u> . <u>Note</u> . <u>Right</u> . Speed it up once you're rockin' it out!
BREAK IT DOWN OR CHUNK IT!	Break down the music into smaller, more manageable segments.	Break each section down into 1 or 2 note pieces. Once you play these two notes right, add 1 more note, and then 1 more note, and then...you guessed it...WAIT for it... <i>dhhhh</i> the suspense is killing me...add one more 1 note until you've improved the entire section!
THE POWER OF THE PENCIL!	<u>Write. It. IN!!!!</u> (Or highlight it!)	A pencil worth 2 cents can save you a BAZILLION hours of frustration. You can just use the pencil that is <i>already</i> in your binder, right? @
GIMMEE ME A HIGH FIVE!	Play each section through 5 times perfectly before moving on.	Play each section through 5 times without <i>any</i> mistakes. If you struggle to play it five times perfectly, go back and start at number one and try it again...and once again...until things improve!
USE THE FORCE... THINK IT, SEE IT, BE NIKE -JUST DO IT!	Practice <i>without</i> (*gasp*) your instrument	Put your instrument in the case. Try tapping the rhythm on your lap (or another flat surface...and no, not your brother or sister...or your parents!). Blow an "air instrument" (think "air guitar") while fingering along. Try blowing as if you were going to play your instrument...just without really doing it...i.e. playing..get it?.
FORGETTA' BOUT IT	Go on to something you do well, and then come back to the challenging section.	Have trouble with a section? Chillax, relax, by going back to something you play really well (bup, bup, bup, bah-dup, anyone?) and once you feel good about things again, dig into that challenging section!
IDOL AUDITION	Sing it through. Make the windows rattle!!	Okay, maybe you're not the next lead singer of Owl City or the next Lady Gaga (thank goodness!), but singing the part out loud as if no one is listening will make things better faster!!! Try as hard as you can to make the pitches you sing match the actual sound of the pitches when you play your instrument @! The more in tune the better!
SIMPLE THOUGHTS REALLY ARE SIMPLE!!!!	Don't sweat it! Keep it real! Go back to the basics if you need to!	Admit it...sometimes you try to find the easy way out, I get it. Soooo...let's make it easier. Slow down your brain. Break it all down to the smallest part and success will find you more quickly than you would believe!
RECORD YOURSELF!	Get a mic for you computer, CD player, or tape recorder. Record yourself. Listen to what you <u>REALLY</u> sound like!	Soooo...maybe you're not going to impress your family or record executives like Elvis did (back in the day), but listening to yourself on a recording is a GREAT way to hear what's really coming out of your instrument. The band program owns tape recorders that you can sign out overnight. All you have to do is...ask for one and sign it out overnight!!!!!!!
PRACTICE WITH A BACK UP BAND!	Use the CD's that come with your book to play along with.	Everyone should have back up, right (and a theme song, but that's just my opinion)? Use the CDs that came with the red book to practice along with. This is a good thing in many ways. One, it makes practicing a little bit more fun AND it helps you keep a steady beat if you don't own a metronome!
PRACTICE WITH A CLASSMATE	If you have a neighbor who's in band, invite them over, play some tunes!	There are not a lot of duets (2 people play together) in our book, but you can practice any of the lines that way. This gives you an opportunity to work with someone you know, which will immediately make practice more fun and challenging!
HOLD A MINI-CONCERT!	After a couple of days of practice, have a family concert in your living room	After you feel that you are doing well in practice, put it to the test by holding a family concert night so your parents can give you advice, like your classmates do in sign-offs!